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ABSTRACT

Violent protest by blacks, youth, and labor is the focus of the third unit of the 11th grade FICSS series (Focus on Inner City Social Studies -- see SO 008 271). The unit examines how violent protest has affected social change in the United States in politics, institutions, and behavior. Specifically the unit includes civil rights case studies; the Summer Project, 1964; the Little Steel Strike; the riots of the 60s; and the Chicago Yippe-Police Confrontation. The content of the unit includes an introduction; essential materials needed to complete the unit; learning, skill, and behavioral objectives; activities of the unit; and supplementary resources for both students and teachers. (JR)

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VIOLENT PROTEST

GRADE ELEVEN, UNIT THREE

11.3

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

PROJECT FICSS
(Focus on Inner City Social Studies)
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Project No. 6090

June, 1971

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PROJECT FICSS

FOCUS ON INNER CITY SOCIAL STUDIES

Project FICSS is a federally funded investigation sponsored by the U.S. Office of Education under Title III of the Elementary and Secondary Education Act. It began on June 12, 1968, and is to conclude in June, 1971.

Purposes

According to the project proposal, the purposes of this investigation are:

1. to construct a K-12 inner city social studies curriculum.
2. to develop new materials and/or adapt available materials designed to implement the new curriculum, to field test these matererials, and revise them as necessary.
3. to promote in selected central city school systems change in social studies curriculum and instruction which is in accord with the needs and problems of an urban society.

Organization

The grant was awarded to the Youngstown Public Schools in conjunction with four other northeastern Ohio school districts, Akron, Canton, Mansfield and the Youngstown Diocese. Under the directorship of Dr. Melvin Arnoff of Kent State University, the original designer of the project, the five district social studies coordinators worked in concert to select a five-man team from each school district. These teams met together full time in the summers and part-time during the academic year. As a group they received the necessary input and participated in studies which helped prepare them for the challenging task of developing a social studies curriculum design for the inner city. In order to do this they needed to become knowledgeable in curriculum theory and theproblems of the inner city.

Temporary Products

At the end of the first summer study, some materials were developed for use by the schools during the ensuing year. These, however, are no longer in print since they were intended as temporary materials. They were designed to meet specific immediate needs in the direction of providing some modest corrections within the prevailing social studies curriculum of the participating schools to better balance the treatment of minority groups.

Developing the Curriculum Design

Following a series of conferences held during 1968-69 the unit writers from the five school systems had arrived at a tentative K - 12 curriculum design. This design was reviewed by lay and professional persons as well as a 60-man Board of Reactors. It was subsequently revised and expanded to include more detailed outlines of the specific units of each grade level. The curriculum design was finalized on April 14, 1970. Even this design, however, has not been sacrosanct. As the writing of individual units progressed, it became clear that some units were part and parcel of others, some lacked sufficient content to stand on their own, and others could be better written by revising the intended content. The final design, therefore, is the product of investigation, speculation, review, and revision in accord with practical pedagogy.

Unit Development

As was indicated above, the first products of this project were temporary units intended as first-aid to the obviously unbalanced curricula of the participating schools.

After the major portion of the curriculum design was completed during the summer of 1969, six units were developed to be classroom tested during the 1969-70 academic year. Sufficient data were collected on these units as they affected classroom achievement and attitudinal changes to permit judicious revision of the materials toward making them more effective in realizing the aims of the curriculum.

The major portion of unit writing was completed during the summer of 1970. During this time, all of the previously prepared units were revised or modified to be in accord with the April 14, 1970 design. Approximately 50 of the 69 units of the K - 12 design were prepared by the end of the 1970 seven-week writing session. Thirty-six of these units were thoroughly edited and prepared for utilization in 108 classrooms in the five participating districts during the 1970-1971 school year.

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Evaluation

The effect of these materials was evaluated by means of a design developed in accord with guidelines specified by the Division of Research, Planning and Development of the Ohio State Department of Education. The design called for the administration of an attitude and an achievement test prior to and following the teaching of the first semester units at each grade level, grades 1-12. While the cumulative effects of these units was being evaluated in one set of classrooms, a modest idea of the effect of each unit was being gained through the administration of achievement post-tests following the teaching of individual units in a second set of classrooms. (Although a pre-test post-test design would have been preferred, financial and other considerations obviated this possibility.)

Refining the Curriculum Design and Units

After the first semester units were classroom implemented and evaluated, the data were analyzed and utilized in unit revision. The units developed for the second semester were used in many classrooms, however, complete data on the effectiveness of these materials were not collected due to financial restraints and the improbability of immediately utilizing the data for unit revision prior to the legally imposed concluding date of the Project, June 11, 1971

Utilization of the FICSS curriculum Design and Units by Other School Districts

It is the firm conviction of the Project staff and unit writers that the FICSS curriculum makes a significant contribution toward developing a relevant social studies curriculum in Grades K--12. Relevancy here refers to the ability of a curriculum to enable pupils to comprehend the front pages of the newspapers, to understand the variety of ethnic and national cultures and aspirations of the peoples of America, and to be able to deal intelligently with the public and personal issues which are germane to all of these areas.

Consequently, every school system is encouraged to review the products of Project FICSS and, should it find materials in harmony with its view of what is needed in the curriculum, to use these in part or in total, to adopt and/or adapt them as its sees fit. This way Project FICSS will truly have served as an exemplary project.

INTRODUCTION TO THE ELEVENTH GRADE CURRICULUM

The emphasis in social studies rightfully belongs on people. While in the tenth grade, pupils studied the economic and political institutions which structure the dimensions of man's existence, the eleventh grade is more integrally concerned with the ideas, feelings and hopes of man which can lead to the development of his institutions.

The major question to be investigated in the eleventh grade units is "How do the forces of stability and change interact in American life?" This is the same, in part, as asking, if I do something to you, what will you do to me and under what conditions. How much stability does man need: how much change can he stand; how long will anachronisms continue to live while their functions have died; how long will those with vested interests be able to dominate political and social decisions to their own belief and to the detriment of the greater part of mankind? The eleventh grade is a study of these human forces which impeded or gave rise to the creation of new forces, some of which were set forth in enduring documents. And were the documents not also a force? What was the action and reaction to them?

The focus continues to be on people and the way they seek to achieve their ends, to fulfill their needs. What are the ways in which man can grease or brake the wheels of change? Some of them are peaceful while others are violent. How do other people react to the utilization of these various kinds of strategies for change?

And what is the effect of media on the change process? Do media report or make news, can they be considered as an accurate source of information? What are the biases which are likely to be found in the media? Why? Are there alternatives?

At a time when young and not so young are impatient with creeping progress, with faltering attempts to bridge the gap from the democratic ideal to the democratic reality, it is appropriate that students examine the system as it is designed. In this way they will be better able to find meaningful paths to change. They will be able to consider the alternatives to working within the system and the consequences to themselves and to the development of human society.

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Specifically the units of this grade are:

11.1 Stability and Change: An American Life Style
11.2 Stability and Change Through Ideas
11.3 Stability and Change Through Non-Violent Action
11.4 The Harvest of Violence
11.5 The Role of Media in Stability and Change

The first unit of grade eleven focuses on the forces of stability and change which culminated in the creation of the major documents which are the foundation of a uniquely American life-style. What human forces created these documents? What was the dream of their creators? From the struggles entered into by our founding fathers, can we gain insight into the basic nature of man? Can we really begin to understand ourselves with our need for security, with our ideals for justice, and with our delight with privilege? A study of the forces of stability and change is in effect a miniature study of man himself.

The events leading up to the Declaration of Independence are classic in revealing man's struggle against a tyrannical government. Inherent in this struggle is the principle of man's right to be governed with his consent. Eloquently one sees unfolding the dream of a government which seeks to serve its subjects as they search for a share of happiness.

The Articles of Confederation illustrates early attempts to design a government too weak to oppress. The document is a reaction to tyranny. But an emasculated government is not a sufficient aid to promote the public welfare. Having learned from this period of confusion, the people were ready to frame a stronger central government spelled out in the Constitution.

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INTRODUCTION

Introduction to a Unit Teaching Strategy Incorporated in FICSS Units

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is somewhat involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.*

*Information taken from a monograph by Dr. Melvin Arnoff.

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AN OUTLINE OF A
TEACHING STRATEGY INCORPORATED INTO FICSS UNITS

PHASE	PURPOSE
I. Introduction	To motiviate students,
II. Raising of questions	To list students' questions.
III. Categorization of questions by students	To organize ideas. To provide experiences in critical thinking.
IV. Formation of and instructions to committees	To form groups for social or psychological ends. To place responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

PHASE		PURPOSE
V.	Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI.	Committee Reports	To develop and rehearse the presentation to the class.
VII.	Perspective and Overview	To hear the reports of each committee which has sought to answer the questions of the class.
VIII.	Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX.	Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
		To gain further perspective and to enhance recall.*

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* Contained at the beginning of each individual committee

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MINIMUM ESSENTIAL MATERIALS
(FICSS KIT)

Resource	Teacher	Pupil	Total
BOOKS:			
1. Graham, Hugh D. and Gurr, Ted R., The History of Violence in America. New York: F. A. Praeger, 1969.	1		1
2. Belfrage, Sally, Freedom Summer. Fawcett Crest, 1966 @ 75¢ each	1	4	5
3. Dorman, Michael, We Shall Overcome. Dell, 1965 @ 75¢ each	1	3	4
4. Algiers Motel Incident	1	4	5
5. Rights in Conflict, "The Chicago Police Riot." Signet, 1968 @ 95¢ each	1	5	6
6. Sauter, VanGordon and Hines, Burleigh, Nightmare in Detroit. Chicago: H. Regnery Co., 1968	1	5	6
7. Wright, Nathan, Jr, Ready to Riot. Holt, Rinehart and Winston, 1968	1	5	6
8. Rose, Thomas and Jacobs, Paul, ed. Violence in America. Vintage, 1969 @ $1.95 each	1	5	6

MINIMUM ESSENTIAL MATERIALS

Resource	Teacher	Pupil	Total
APPENDIX MATERIALS:			
1. "Text of Summary of Report by Panel on Civil Disorders," Congressional Quarterly.			
2. "The Watts Riot," Harvard Social Studies Project, pp. 57-61, 1969.			
3. "The Draft Riots," Harvard Social Studies Project, pp. 49-54, 1969.			
4. "Detroit Riot 1967," Sauter and Hines, Nightmare in Detroit. Chicago: H. Regnery Co., 1968.			
5. "A Midsummer's Nightmare," Masotti and Corsi, Shoot-Out in Cleveland. New York: Praeger, 1969.			

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OBJECTIVES

Knowledge

(Topic: Civil rights case studies)

The pupil will know that:

1. The 1954 Supreme Court order to integrate schools was resisted in the deep south.

2. Martin Luther King and the Southern Christian Leadership Conference pioneered non-violent protest against segregation in the deep south.

3. General conditions in Mississippi before the Summer Project of 1964 included:
   a. restrictive requirements for voter registration which kept almost all Negroes from registering.
   b. lower wages, poorer schools, and less health care for Mississippi Negroes than for whites.
   c. separate school systems operated for the two races, with the greatest proportion of the funds being spent on schools for whites.
   d. white use of intimidation, economic pressure, and legal delays to avoid integration.
   e. expressed contempt for the Supreme Court decision by southern political leaders and citizens. Integration attempts were seen as a communist plot.
   f. white attempts to control Negroes who tried to get rights by terror and violence.
   g. White Citizens Councils and other racist organizations formed to prevent integration.
   h. few Negroes who tried to get rights in Mississippi despite the pressures.

4. CORE, SNCC, SCLC, and NAACP combined to form the Council of Federated Organizations (COFO).

5. In the south, Negroes were not accepted as members of either national political party.

6. The Freedom Democratic Party was a political organization of Negroes which aimed to represent the black people of the deep South.

Objectives (Cont.)

(Topic: Summer Project, 1964)

7. COFO organized the Summer Project in order to send volunteers to aid the Negroes of Mississippi in voter education, registration, and literacy.

8. James Farmer, of SNCC was Director of the Summer Project.

9. The volunteers were mostly college students who were motivated by high ideals.

10. About 800 to 1,000 volunteers worked in Mississippi during the summer.

11. The volunteers were trained in non-violence before being sent into Mississippi.

12. Freedom schools were established by volunteers in order to provide compensatory education for black children, and to involve parents.

13. Volunteers lived in the homes of the Negroes they served.

14. Southern whites reacted to the volunteers as being an invasion which was said to be "Communist inspired."

15. Media in the South carried editorials and news articles opposing the aims of the volunteers.

16. The civil rights workers were variously intimidated, arrested, beaten, and three of them were murdered.

17. Violence against civil rights volunteers and local Negroes who sought civil rights was largely condoned, and went unpunished.

18. Violence against the black community included burning of churches and firing at homes and cars.

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Objectives (Cont.)

19. The Negro communities generally refused to be intimidated and availed themselves of the opportunity for education and registration assistance.

20. Three civil rights workers were murdered in Philadelphia, Miss. Two were white and one black.

21. The sheriff and deputies of Philadelphia were indicted and tried but not convicted of the murders.

22. James Merideth, the first Negro to try to attend a white college was able to enroll at the University of Mississippi only when the force of thousands of federal troops was brought on the scene.

23. The Supreme Court ordered three Mississippi communities to begin integration at the first grade level.

24. After every legal delay had been tried, the three communities began integrating the schools, at least on a token level, without violence.

25. Citizens who held moderate views about integration played an important role in the non-violent integration of schools.

26. The overall results of the Summer Project included:

    a. Violence against civil rights workers and Negroes caused a sympathetic reaction for the workers and blacks from Americans outside the deep South.
    b. The reaction in the South itself gave people of moderate views courage to speak out.
    c. At least token integration took place in some schools.
    d. The literacy campaign among adults led to increased voter registration.
    e. Registration of Negroes increased, but still only a small number were registered.
    f. The Freedom Democratic Party did provide Negroes of the deep South with national representation.

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Objectives (Cont.)

g. many communities refused to integrate public accommodations.
h. The presence of FBI investigators helped make some Southern racists realize that they could be prosecuted for violence against civil rights workers.
i. White moderates learned that they could have considerable influence in preventing violence.

27. Civil rights workers in Summer Project remained non-violent and did not retaliate for violence against them.

28. Violence used by white racists in Mississippi was unpunished in local courts.

(Topic: Little Steel strike)

29. Violence characterized the early history of labor's attempts to organize in the United States.

30. By 1937, Americans had begun moving away from laissez faire tactics to constructive legislating in the area of labor management relations.

31. The National Labor Relations Act (Wagner Act) need not be known by name, but some of its major provisions should be learned, such as:

a. Workers did not have to agree not to join unions as a condition of being hired.
b. Companies could neither threaten nor fire people for union activities, nor refuse to negotiate with unions.

32. The Congress of Industrial Organizations was formed to unionize industrial workers who did not belong to the trade and craft unions of the American Federation of Labor.

33. That the industries involved referred to as "Little Steel", were united in opposition to union attempts to organize the workers.

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Objectives (Cont.)

34. These companies had hired company police, spies, and informers.

35. Attempts were made to intimidate union members and organizers.

36. The "Chicago massacre" refers to violence that occurred as a result of mass picketing attempts at Republic Steel during the strike.

37. Company police shot, beat, and gassed workers who marched en masse toward the company gate.

38. That the LaFollette Civil Rights Investigating Committee of the U. S. Senate brought out the facts.

39. Public sympathy was generated for the strikers who were the victims of violence.

40. Stricter enforcement of the Wagner Act resulted

(Topic: Riots in the cities)

41. The summer of 1967 exploded into riots in the major cities of the nation.

42. The Watts riot was precipitated as a result of a police arrest of a young black on speeding and intoxication charge in Watts.

43. Emotions were aroused around the call of police brutality to agitate the initial crowd at the Watts riot.

44. High unemployment, sub-standard housing, and inequalities in retail ownership helped contribute to the riots in the major cities.

45. The hot, humid weather, close, cramped living conditions, continued frustrations, and exclusion from access to economic prosperity were all crucial factors contributing to the violent reaction.

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Objectives (Cont.)

46. Watts, Newark, Detroit and Cleveland riots were examples of the exploited rebelling against the exploiters, and were commodity riots.

47. Rumors spread rapidly in an atmosphere of frustration, oppression, and fear.

48. There are more members of the black middle-class property owners in Detroit than any other city in the nation.

49. The Detroit riot spontaneously erupted with a police arrest.

50. Detroit was an example of a conscious effort toward desegregation and improvement of the condition of the black man to avoid a racial riot.

51. The nature and structure of the police system was a volatile factor in the onset of the racial riots.

52. Newark's decaying slums were among the worst in the nation.

53. Newark had the highest rate of social diseases and the highest population density of the major cities.

54. Seven of Newark's twelve neighborhoods formed a ring of white entrenchment surrounding the city's black population.

55. Previous to the riots, there was a general attitude of apparent insolence on the part of the Newark administration directed at the black population.

56. Both black and white people lost their lives in the violence of the racial riots.

57. White entrenchment is active confinement of the Negroes to the city and refusal to allow Negro expansion to the white areas outside of the city.

58. Each riot is an example of the use of violent protest to effect change.

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Objectives (Cont.)

(Topic: Chicago Yippe-Police Confrontation)

59. Violence was started when the police enforced the curfew at Lincoln Park and evicted the demonstrators.

60. The demonstration was planned by the National Mobilization Committee.

61. The national mobilization was actively supported by other peace groups, local and national.

62. Religious leaders took an active role in the peaceful demonstrations and leadership of the demonstrators.

63. Yippie groups were responsible for much of the provocations and initial assaults.

64. The national mobilization prepared the demonstrators for coping with riotous situations.

65. The Chicago Police Department acted under general order from Mayor Daley.

66. The security of the presidential nominees required extra precautions and attention.

67. The U. S. Army and National Guard were mobilized to assist the Chicago Police.

68. Mass arrest procedures were authorized prior to the convention week.

69. It was asserted that during the riot police assaulted newsmen, observers, and demonstrators indiscriminately and with little restraint.

70. The equipment of newsmen and photographers was deliberately damaged.

71. The city had received intelligence reports threatening the activities of convention week.

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Skills

The pupil will be able to:

1. Function effectively in a committee as evidenced by his participation and contribution, to the task of the committee.
2. Adequately research a topic as evidenced by his ability to locate suitable materials in the library and in other sources.
3. Demonstrate his understanding of the topic by the preparation and presentation of a written or oral report.
4. Develop public speaking qualities and written expression as evidenced by his presentation to the group.
5. Develop the ability to listen as evidenced by the degree of attention he pays when others speak.
6. Develop the ability to think analytically both inductively and deductively as evidenced by his ability to structure and restructure prelimary and secondary source materials.

Attitudes

The pupil will believe that:

1. Protest is a legitimate means of effecting changes as evidenced by his verbal remarks supporting the rights of American to protest.
2. In a democratic society the majority must respect the rights and values of the minority even if the values of the majority are opposed to those he holds as evidenced by his verbal support of the right to dissent.
3. Violent acts usually bring violent reaction.
4. Violence draws attention but does not by itself solve problems.

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Behavior

The student will:

1. Develop civic awareness as evidenced by his participation in school and community affairs.

2. Voluntarily pursue individually initiated studies on protest and change.

3. Be an effective member of his committee as shown by his willingness to accept tasks to which he is assigned or volunteer to undertake assignments or work.

4. Be attentive to the speaker.

5. Give and receive help.

6. Follow the rule "one person at a time speaking" in order to promote effective, meaningful discussion.

7. Assume leadership role - by doing so.

8. Take work seriously as evidenced by not getting sidetracked or goofing-off.

9. Take part in class or committee discussion.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
1. Introductory Activities	Because this unit is structured around <u>specific case studies</u>, a general introduction to the topic of VIOLENCE is suggested. In the eleventh grade sequence this unit follows the study of non-violent protest, therefore the emphasis is on escalation of force when non-violence fails to result in change.	

1. Collect pictures depicting violence and make a provocative display.

2. Place on the chalkboard this quotation:

   "If we make peaceful revolution impossible, we make violent revolution inevitable."
   - President John F. Kennedy

3. Choose several students to role-play situations in which non-violence escalates into violence, such as:
   a. A boy asks permission to borrow a record from his brother. When the brother refused, the boy keeps demanding that he be allowed to have it. An argument results, and finally the two come to blows.
   b. A group of kids are hanging around a street corner doing nothing in particular. A policeman comes up and tells them to move on. Escalate the violence.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
II. Raising Questions	After the general introductory activities have been presented, students should propose questions about violence which can be the basis for their study. Such general questions might include: When do people begin to feel that violence is necessary? What does violence accomplish? Can violence originate with people who resist change? Are there any negative effects of violence? Can violence be avoided?	

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
III. Questions for the Case Studies	Once the general problems of violence have been considered, it is suggested that specific areas where violence is likely to occur be considered. The case studies in this unit deal with violence in four contexts; the civil rights struggle, labor-management relations, urban riots, and draft and anti-war demonstrations. In order to generate questions to be answered in the case study analysis, a second introductory session will be useful. For your convenience in locating the content outlines and suggestions for learning activities, the four committee sections have been printed on different colors: Committee A - Civil Rights----------Blue Committee B - Labor----------Pink Committee C - Draft Riots and Anti-War Demonstrations--Yellow Committee D - Racial Riots----------Green No attempt need be made to have equal numbers of students on each committee. It is expected that some topics will generate more questions and attract more students to investigate them.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT
IV. Formation of and Instructions to Committees 1. To identify the necessary tasks of the committees.	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach, but the FICSS unit writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence, especially as it is perceived as effecting group goals. Activities Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons 3. The sources of information	A. Tasks of Committees 1. Organize committee a. Random selection by teacher or students. b. Ranking by students of choices on slips of paper. c. Using sociograms to achieve balance within a committee (may be homogenously or heterogeneously based). 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

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STRATEGY	CONTENT	MATERIALS
2. To determine desired roles in committee operation.	B. Roles in a Committee 1. Leader a. To help make everyone become a part of the group b. To let everyone have his turn at the "good" jobs c. To solicit ideas from all members of the group d. To permit the group to decide which ideas are best e. To keep the group moving to get its job finished in the best way it can f. To help your group decide what its job is 2. Group Member a. To help the leader carry out plans b. To complete the work assigned to him c. To work without disturbing other group members d. To ask other members for their ideas e. To select only those ideas which help the group do its best work f. To make other members of the group feel welcome	

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
3. To determine desired roles in committee operation.		3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
4. To identify sources for obtaining necessary information.		C. Finding Information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key works; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Visual aids 4. Audio aids.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Civil Rights	SUGGESTED INFORMATION RETRIEVAL ACTIVITIES: 1. Find all the books about the Mississippi Summer Project at your local library. 2. Use the Reader's Guide to Periodical Literature for the years 1964 to the present. Look under "Mississippi", "Civil Rights", and "Integration" as well as any other topic that is suggested by your study. 3. Check the film library for appropriate movies or slides about the period. 4. See if there are old newspapers on microfilm either at the library or at the office of your local newspaper. 5. Make a list of possible resource people to interview. You might have someone from CORE, SNCC, SCLC, or NAACP to talk to. If there is anyone in your city who was in Mississippi as either a volunteer or a resident, it would be interesting to interview them. (If you don't know anyone, call your newspaper's "action line" and ask them to put a request in their column). Tape record the interview. 6. List "heroes and heroines of the Mississippi Civil Rights Effort" and find biographical material about them. 7. Ask parents for old magazines with articles about civil rights that can be cut out. 8. Look for pictures of inter-racial activities.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Civil Rights (Cont.)	9. Try to find copies of racist literature - usually it can be found in tabloid-size newspapers. 10. If anyone knows a member of George Wallace's American Independent Party, ask for some of their handouts.	

00030

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Civil Rights	I. Introduction--The ultimate form of inducing change is direct, physical, violent behavior conducted by a single person or a group. Logically, such action should occur when all other methods have failed to achieve the desired results. Violent protest in a variety of forms has occurred throughout history and in all parts of the world. However, the following examples are confined to American history. A. Definition In an effort to include both a subjective and objective appraisal of violence, some definitions are listed below: 1. As a common sense definition it can be stated that violence is synonymous with physical aggression which can be measured for intensity, frequency, and duration. 2. Violence is behavior which is impossible for others to orient themselves to, or is behavior which is deliberately intended to prevent orientative behavior and the development of stable expectations with regard to it. 3. Violence is behavior designed to inflict physical injury to people or to damage property. B. Causes (See above section) C. Classification of Violent Protests--While violent, direct, protest could be classified in many ways, the following examples will be categorized into those which are goal directed or non-goal directed. 1. Goal directed: one in which a specific change or modification within the social-political-economic structure is to be accomplished. The violence is a means to an end. 2. Non-goal directed: the behavior is an emotional expression of a desire for change manifested in looting, burning, and killing; but without a specific direction or remedy in the minds of the participants. a) Riots of the 1960's: Watts--1965; Newark, Detroit, 1967; Cleveland, 1968	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval	The Long, Hot Summer in Mississippi--the violent reaction of the whites to civil rights workers.	
Committee A Civil Rights (Mississippi 1964-1968)	I. The situation before the efforts at change began. A. Martin Luther King Leads non-violent actions to secure civil rights for Negroes in the South. 1. Bus boycott--Montgomery, 1955 2. Birmingham march to secure "open facilities for both blacks and whites", 1963' a. Reaction by "Bull" Connor and his dogs leads to widespread sympathy for civil rights demonstrators. 3. Martin Luther King's "I Have a Dream Speech" Washington, 1963 "I have a dream that one day even the state of Mississippi, a state sweltering in the heat of oppression, will be transformed into an oasis of freedom and justice." B. The Way it was in Mississippi in 1963 1. Negroes were 42% of Mississippi population. 2. Only 25,000 had been able to register to vote. a. In 1961, the Justice Department brought suit against voter registrars to ban discrimination against Negroes, in Clarke and Forrest Counties. (1) Clarke Co.--not one Negro was allowed to register (2) Forrest Co.--only 25 out of 7500 were allowed b. Attempts were made to assist Negroes to register in the early 1960's. (1) Black Leaders, NAACP or SNCC workers (2) Whites either refused admission or intimidated those who tried to register. (3) Had to pass an oral test on the Mississippi state constitution--blacks usually failed. (4) Whites (including officials of local government) used violence against those who tried to register. c. Education (1) No moves had been made to integrate Mississippi schools in spite of the fact that ten years had passed since the Supreme Court order to integrate. (2) Mississippi was the only state that had not even made an effort at "token" integration. (3) White Citizen's Councils felt that they did not have to obey any federal law. (4) Viewed all attempts at integration or civil rights as "communist plot".	Source: William McCord, Mississippi, The Long Hot Summer, New York: W.W. Norton, Company, 1965 Chapter 1

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V. Information Retrieval

Committee A
Civil Rights

(5) Mississippi State Legislature passed a law providing fines and jail sentences for white children who attend school with negroes.
(6) State Legislature also declared the Supreme Court decision "invalid".
(7) Governor Johnson swears to uphold segregation, and U.S. Senator from Mississippi, Eastland is a declared segregationist. McCord--35
(8) State spent four times as much to educate white students as to educate blacks--($80 for white--$20 for blacks). Urban areas spent almost the same for each but rural areas had wide difference. Yazoo Company (example)--White, $245; Blacks, $2.29--One hundred times as much for whites as blacks.
(9) When blacks tried to get their children into white schools after 1954 whites used every way they could to keep them out--legal delays, economic intimidation, firing workers, physical violence against property and people.

3. Living conditions
   a. Two thirds of Negro housing classed as dilapidated or deteriorating--seven out of ten had no toilets or bathing facilities.
   b. A third more blacks died each year than whites.
   c. Twice as many black babies died intheir first year of life.
   d. Income of blacks was only one-fourth of the white income.
   e. Between 1950 and 1960--300,000 or more Negroes moved up North. (mostly the younger, better educated ones left home)

Forces for change inside Mississippi:

1. U.S. Civil Rights Commission urged President Kennedy to cut off federal aid to Mississippi if the state didn't end its discrimination.
2. This would amount to over $650 million--and Mississippians paid only $270 million in taxes.
3. Some religious and liberal leaders in the state urged that the law of the land be obeyed.
4. Negroes from the Freedom Democratic Party--put their views before the public.
   a. White officials refuse to recognize the party and call it illegal even though it was organized according to all Mississippi laws.
5. Any Negroes who attempted to engage in political activity were arrested on any charge and beaten or jailed for long periods.
6. Freedom Democratic Party -- a political organization of blacks registered on its own records as many of the 400,000 disfranchised blacks as possible. Most of these voters were denied the right to register under laws and through intimidation.

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STRATEGY	CONTENT	MATERIALS

V. Information Retrieval

7. Though never officially recognized, this party later was able to become the sole representative of the Democratic party in the 1964 election (story interesting, but not a part of the unit)

Committee A
Civil Rights

II. The "Invasion"--Northern civil rights workers come to Mississippi--"Summer Project"

A. The civil rights workers from the North arrive in June, 1964, more than a thousand college students on summer vacation (about 650)

1. SNCC, CORE, SCLC and state branches of NAACP.
2. Robert Moses, black with M.A. from Howard who came South in 1960 was the director.
3. Teachers and young professionals--average age 23.
4. Took training in the North before going to Mississippi.
5. Knew that they would be in danger of actual violence as well as intimidation. Learned how to protect themselves from violence.
   a. Trained at Oxford, Ohio, James Forman, Leader of SNCC.
   b. Warned one audience, "I may be killed, you may be killed, the whole staff may go".
   c. Taught how to avoid trouble:
      (1) Never drive with white and black in car at night.
      (2) If hit, roll up with knees protecting belly and hands protecting head.
      (3) Three man teams to keep in constant touch at night.
6. Most of the volunteers were not radicals, but all-American socially conscious types. Many who volunteered lost their nerve and decided not to face danger.
7. Planned to set up "freedom schools" for black children.
   a. Voter literacy so that they could pass the registration tests about the constitution of Mississippi.
   b. Actual registration--workers to arrange for blacks to go in groups to register.
8. Volunteers were to stay in the homes of negroes and live as members of their families.

COFO--Council of Federated Organizations

III. The reaction to the invasion.

A. Whites react against attempts of "outsiders" to interfere in Mississippi.

1. Newspapers carry stories and editorials against the groups.
2. Increase in membership and activity of White Citizens' Councils and KKK.
3. Civil rights workers arrested and beaten on any pretext.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Civil Rights	4. Shots fired at cars and at homes where workers stay. 5. Burnings of churches and places where freedom schools set up. 6. Threats, beatings, intimidation of Negroes who housed the civil rights workers. 7. Refusal of white churches to permit civil rights workers attend. 8. Viewed by many as a "communist plot". B. Reactions of local Negroes vary. 1. Some so thoroughly intimidated that they refuse to have any contact with civil rights workers. 2. Some so accustomed to obedience they refuse to listen to workers. 3. Negroes who had led in the fight for several years before the outsiders came in, persuaded others to help, and gradually the fear was replaced by a feeling that this was a job that had to be done regardless of the cost. 4. Most blacks welcomed the civil rights workers in to their homes and had a good relationship with them. 5. When the "freedom schools" were set up, parents were moved to activism by the results of the teaching of their children. a. Poem by child, Joyce Brown: (Published in Freedom School newspaper) "I asked for your churches and you turned me down But I'll do my work if I have to do it on the ground, You will not speak for fear of being heard So crawl in your shell and say, "Do not disturb." You think because you've turned me away You've protected yourself for another day." This poem caused the Negroes of McComb to realize that they must be behind the civil rights fight, and they began to give money, places to study, and finally a thousand of them became "freedom registered voters". C. Violent action shocks the nation--three workers disappear and are later found to have been murdered. 1. Night of June 21 in Philadelphia, Mississippi. 2. Michael Schwerner, James Chaney and Andrew Goodman leaving the scene of a church burned out, are arrested for a minor traffic violation and never seen again. 3. White authorities (officials of government) suggest that they have gone away to make it look as though they were kidnapped. Newspapers imply that it is all a plot to make Mississippi look bad. 4. Bodies found weeks later on a farm; buried under fill for a dam. Sheriff and deputies later indicted for murder, not convicted.	McCord 88-89 Shirley Tucker, Mississippi From Within 1965

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Civil Rights	IV. The school integration struggle A. The ten years between the court order to integrate and Mississippi's compliance 1. Refer back to the fact that it had taken thousands of people--federal troops and two deathes to get James Merideth enrolled in the University of Mississippi 2. No schools in Mississippi had integrated after the Supreme Court decision a. Every community maintained a double school system (refer to previous content for financial picture of per pupil spending on white vs. black children) b. In Bolivar County, the Superintendent of schools forbade teaching civics and foreign languages in schools for Negroes, and no American history from 1860 to 1875 3. Mississippi creates the State Sovereignty Commission in 1956 a. Authorized to do and perform any and all acts and things deemed necessary to protect the sovereignty of the state of Mississippi. b. Employed secret investigations and informers to aid in maintaining segregation c. The state's lawyers succeeded in evading the Supreme Court decision until 1964, using every legal device they could think of B. Federal courts order desegregation in three Mississippi towns (July 8, 1964 1. Jackson, the state capital 2. Biloxi, a sea coast resort which got a high proportion of federal aid 3. Carthage, a hill town near Philadelphia, Miss. a. Order to integrate first grades immediately, and the following grades one-at-a-time in the succeeding twelve years b. Reaction--state legislature passed a bill creating private schools 1) Provided that the state would pay the tuition 2) Racist groups urged whites to send children to private schools a) White Citizens' Councils b) Americans for the preservation of the White Race C. Results 1. Integration in the three communities took place without violence 2. Very few children from the Negro community were integrated 3. Children outside the three cities ordered to integrate tried to enroll in all white schools but were refused 4. White moderates in all three integrated systems worked to keep the opening of school non-violent. (Mississippeans for Public Education) a. Thirty mothers who belonged to this group contacted two thousand parents to urge that integration be allowed to take place peacefully b. Threat of loss of federal funds serious because Mississippi schools would have to close without federal aid.	

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STRATEGY	CONTENT	MATERIALS

V. Information Retrieval

Committee A
Civil Rights

V. Overall results of the Summer Project.
- A. Civil rights workers from outside Mississippi (800--1,000) remained non-violent.
- B. The violence that occurred was directed against both the civil rights workers and against blacks who tried to work with them.
- C. What were the practical results?
  1. Education
     - a. Negro school children peacefully entered public white schools for the first time.
     - b. The vast majority still attended segregated schools.
     - c. The Freedom Schools started by COFO were a solid success.
     - d. Many of them continued on after the volunteers left.
     - e. The literacy campaign among adults led to increased voter registration.
  2. Politics
     - a. Between 1962 and 1964 about 11,000 Negroes registered. About 2,000 were enrolled during the summer of 1964.
     - b. Only 6.7% of eligible Negroes were then registered.
     - c. Freedom Party showed everyone that Negro political apathy was at an end.
     - d. Freedom Party network of active political groups established around the state.
     - e. Basic political education provided for members of Freedom Party.
     - f. National Democrats forced to recognize the Freedom party as a force.
  3. Law enforcement and access to public accommodations.
     - a. "For the first time many Mississippians realized that they were not a law unto themselves."
     - b. FBI entered the cases involving molestation of Negroes. Presence of federal law enforcement officials.
     - c. Many communities refused to integrate public facilities..
       - (1) Jackson closed its parks.
       - (2) Laurel closed its library.
       - (3) Clarksdale shut down most of its hotels and restaurants.
     - d. For the first time murder of a Negro by a white was considered to be answerable. Until then it did not even require public justification.
  4. Community development
     - a. White moderates learned they could exert considerable influence in the community.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Civil Rights	VI. Overview of the topic A. Violence was used by those who favored the status quo--the establishment. B. Those who sought change were especially prepared and trained to avoid violence. 1. Their moral philosophy 2. The only practical way to operate in an area where any one carrying any kind of weapon could be shot on the spot "in self defense". C. Impact on the nation 1. Wide dissemination of publicity about the "Summer Project". 2. Northern liberals support the cause of civil rights in the South. 3. National Democratic Party forced to confront fact that Negroes in the South were not represented by the regular party, and that they were a source of political strength.	

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STRATEGY	CONTENT	MATERIAL
V. Infromation Retrieval Committee B Labor	SUGGESTED INFORMATION RETIREVAL ACTIVITIES: 1. Get books about "labor" or "labor organizations" from your school and public libraries. 2. Use American History books to get the background information about the history of labor. Find out how labor and industry got along before the New Deal. 3. Find out about New Deal legislation passed during the Roosevelt Administration. Chart the benefits and rights won for labor. 4. Use the Reader's Guide to Periodical Literature to find articles about labor/industry problems in general and the "Little Steel" strike in particular. 5. Try to find movies, slides, or sound filmstrips about labor history. Have the committee look at them to decide whether to show parts to the class. 6. Interview any labor official about the history of the labor struggle and efforts being made today. 7. If any parent of a student is a labor member, ask him for an interview. 8. Collect newspaper articles about strikes, especially those where violence occurs. If editorial comment is made about the strike, get it for reference. 9. Get a representative of a local industry to talk to you about labor relations and how government regulation affects the relationship between labor and management.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Labor	I. Introduction A. American labor/management struggle characterized by violence. 1. Bloodshed and brutality on both sides. 2. In every industry and in every part of the nation 3. Conflict within labor because of competition between ethnic groups and races for jobs. 4. Companies reacted to labor's efforts to organize by using company guards, police, or national guard. B. "Little Steel" strike of 1937 is an example of conflict between labor and management. II. Case Study--"Little Steel" Strike of 1937 A. The state of the union--1937--external changes 1. 1932 Norris-LaGuardia Act a. Curtailed the use of injunctions in labor-management disputes. 2. National Industrial Recovery Act (NIRA) a. Guaranteed workers the right to organize and to bargain collectively. b. Established minimum wage and hours code. c. Although it was ruled unconstitutional in 1935, labor benefited "psychologically". 3. National Labor Relations Act (Wagner Act) 1935 a. Enjoined management from hiring labor spies, blacklists. b. Workers could not be forced to sign "yellow dog" contracts, agreeing not to join a union as condition of being lured. c. Companies prohibited from threatening a worker for joining a union, discriminating against union members, and refusing to negotiate with unions, and forming company unions. d. Despite much pressure by industry, these laws were validated by the Supreme Court in 1937. B. Union Internal Changes 1. Committee for Industrial Organization formed a. Before 1931 crafts and skill workers had affiliated in trade union organization, the American Federation of Labor. b. AFL did not meet needs of unskilled workers. Did not try to organize them. John L. Lewis, of the mine workers, and leaders of ten other unions formed Committee for Industrial Organization as part of the AFL. c. AFL expelled the committee from its organization. d. Committee becomes a new organization, Congress of Industrial Organization.	Taft, Philip & Ross, "American Labor Violence" The History of Violence in America, New York; Praeger, 1969-Chapt. 8

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Labor	2. Steel Workers Organizing Committee of CIO. a. Steel industry has resisted all attempts to organize its workers. b. Phillip Murray, first chairman, vows to "break" them. C. Labor Power 1. Inventory of labor's resources a. Organizational strength in the SWOC. b. Leadership experience. Phillip Murray, David W. Donald, and John L. Lewis. c. Treasury of $500,000 earmarked for organizing. d. Growing enrollment, increased by 100,000 in three months. e. Idealism--based on the right to withhold services and the right to bargain. f. Will to succeed. g. Weapons of the strike and the picket line. D. The steel workers declare independence. 1. Grievances cited. a. Despotism of the lords of steel. b. Company unions, spies, thugs. c. Companies heed no appeal. d. "We are united." 2. Company police. 3. Use of company policy to run union organizers out of town. 4. Suppression of civil rights (free speech, peaceable assembly, and freedom of the press). 5. Spies infiltrate unions and steal confidential files, membership lists, plans. 6. Spy information exchanged among companies. 7. Company police assigned to shadow union organizers. 8. Company police interfered with the distribution of literature by union. 9. Union organizers assaulted and beat in order to intimidate them.	Werstein, Irving The Great Struggle: Labor in America. New York: Scribners, 1965 Bakke, E. Wright Kerr, Clark and Arnold, Charles, Unions Management and the Public, New York: Harcourt Brace and World, p.362
	II. Violence in "Little Steel" Strike--1937 A. Chicago Massacre 1. Third day of the strike--Republic Steel Plant in Chicago. 2. Mayor Kelly announced that picketing would be allowed--limited to 16 a. Some of the pickets arrested by company police. b. Union called a mass meeting in protest. c. Union decided to begin mass picketing at the main gate.	Vorse, Violence in America p. 148-157

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V. Information Retrieval

Committee B
Labor

d. On Memorial Day mass pickets moved toward the plant and were intercepted by the police.
e. Police encountered marchers who had begun to retreat in confusion.
f. In a short space of time, ten strikers were killed, many shot in the back.
(1) Later investigation showed that the police attack was planned.
(2) Police wanted to make it appear that the strike was a Red plot to capture the mill.
(3) Paramount Newsreel showed marchers peacefully approaching, carrying two American flags, leader talking peacefully with the police.
(4) Police said the strikers used insulting language and cried out that they wanted to occupy the factory.
(5) After the shooting and beating people over the head with clubs, the wounded and dying were piled on top of each other in the patrol wagon and taken to the hospital.

E. Steel Workers go on strike, 1937 (May).
1. In March, largest steel producer, U.S. Steel, had relented and signed a contract with the unions.
2. Independent companies formed an alliance to resist union organization.
a. Leader of "little steel" companies, Republic Steel.
b. Bethlehem Steel.
c. Youngstown Sheet and Tube.
d. National Steel.
e. Others even smaller.
f. Each vowed not to sign with the union unless all agreed.

F. Power of the Steel companies.
1. Large capital assets (well over 5 billions).
2. Over a million workers in their employment.
a. U.S. Steel had 60,000 more men than the U.S. Army in 1935.
3. A history of arrogance toward government regulatory legislation and interference.
4. Almost 95% of the total steel producing capacity of the United States.
5. Ready access to the media to influence public opinion.
6. History of anti-union policy.
7. Strong belief in the "rights of property".
8. Techniques to use against strikers.
a. Lockout
b. Company guards
c. Relocation threats
d. Company unions
e. Threat of firing strikers

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Labor	G. Steel companies preparation for the strike. 1. Early and extensive preparations (See reprint of "Industrial Munitions") a. Large purchases of tear gas. 2. Senate investigation after the strike--LaFollette Civil Liberties Committee Hearing. a. Commercial strike breakers hired by steel companies. b. The hospital was overwhelmed with the wounded and dead, called for volunteers to help the doctors. c. Police tried to prevent the volunteers from helping. d. Charles Fiske, a minister took pictures of men being beaten. e. He was arrested, thrown into jail and kept incommunicado for 19 hours, and his pictures were taken away. f. Five hundred people in the hearing room of the LaFollette investigation heard testimony and concluded that the company had plotted the violence to prevent union organization. H. Violence in other places. 1. Violence also occurred at Cleveland, Warren, Canton, and Massillon, Ohio.	Graham & Gurr Violence in America p. 358-359 Youngstown Vindicator 7/12/37
	III. Analysis of the action and reaction: A. Action by the unions 1. Attempts at organization of unions in steel industry. 2. Declaration of a strike against "little steel" companies. B. Reaction of the companies 1. Attempts at coercing the workers and union organizers. 2. Strengthening of the armed forces of the plants (plant guards, police, etc.) C. Reaction of the Unions 1. Decision to begin mass picketing (at Republic Steel). 2. Peaceful intentions. 3. Mass march on the main gate. D. Reactions of the company police 1. Shooting, beating, and gassing of marchers. 2. Mistreatment afterward. E. Public reaction to the violence 1. The strike was lost but the unions gained recognition and collective bargaining. 2. Senate investigation led to public feeling more sympathetic toward union. F. Government enforcement 1. Wagner Act enforced by the National Labor Relations Board in the courts.	Taft, Philip, Organized Labor in American History, Harper, 1964 p. 360

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Draft Riots and Anti-War Demonstrations	SUGGESTED INFORMATION RETRIEVAL ACTIVITIES: 1. Find out what the draft policies were during the Civil War. 2. Find out what the draft policies are now. 3. Interview an official at the selective service office on draft policies. 4. Find out if there were any anti-draft demonstrations during World War I and/or World War II. 5. Find out the history of the S.D.S. and its function today in violent protest. 6. Write a Chicago newspaper (Tribune) for articles written during and about the 1968 Democratic Convention. 7. Visit a police station and inquire about riot prevention and examine riot gear and weapons. 8. Write Senator William Fulbright for information.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Draft Riots and Anti-War Demonstration	I. Description of the study for the committee. A. Draft riots of 1863 to illustrate a riot which originated with those who sought change in the system of conscription for the Civil War. B. The Chicago Democratic Convention riot which is also called the Chicago Police Riot. It illustrates occurrence of violence against more or less peaceful demonstrators against the war in Vietnam. In this instance, the violence originated with the police, representing those who opposed change. C. The study of these cases leads to a consideration of the effects of violent demonstration in favor of peace. II. The Draft Riot of 1863 A. During early years of Civil War resistance to the draft was continuous and violent. 1. Lottery system of drafting for the Union Army instituted in 1863. 2. Provided plan for evading by: a. Hiring a substitute. b. Paying $300. 3. Poor people, mainly Irish, aroused by unfairness. 4. Violence broke out on a hot, muggy day in New York a. Draft lottery drawings in Ninth Congressional District. b. Names first drawn were of wealthy people who would be able to buy their way out. c. Average wage earner got about $500 per year. $300 was more than a worker could afford. B. Fernando Wood, a politician, had no trouble inciting large numbers of workers, dock hands, and Irish immigrants from the tenements and the Bowery who were bitter about the exemption clause. 1. Sunday afternoon (the second day of the drawing) angry men drank and talked in the bars and got "worked up". 2. A sort of organization was formed to meet on the following day to demonstrate en masse in an empty lot near Central Park. 3. On Monday, when drawings began again, the demonstrators fired a shot, threw stones and brickbats, and overwhelmed the police who were sent in to quell the disturbance. 4. The building was set on fire, police were knocked down, beaten, clubbed, stoned. 5. The mob refused to let firemen put out the fire, cut down telegraph poles, deprived the officials of communication.	Rose, Thomas Violence in America p. 112-123

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Draft Riots and Anti-War Demonstration	6. Violence spread beyond the original area. a. Mob numbered 50,000 on following day--800 police could not handle them. Police who attempted control of mob were beaten. b. The mob was in virtual control of the city by noon. c. By Tuesday the protest enlarged and was directed against all symbols of authority and wealth. d. Mob shouted, "Down with the rich!" 7. The riot became racial. a. Negroes from the South had been taking jobs away from the Irish. b. Irish feared that cheap Negro labor would become available if slavery ended. c. Irish numbered 400,000 and had the most to lose in the draft. d. Negroes less than 15,000 (were they being drafted?). e. Irish attacked a Negro orphanage, children were evacuated, building burned down. f. A Negro cartman was lynched and burned by the mob. 8. Tuesday--violence continued. a. Governor Seymour arrived, made speech from steps of City Hall. (1) Said that he had sent messenger to Washington to urge change in draft law. (2) City Council passed a law giving $300 to each draftee to buy his way out. Vetoed by mayor. 9. Federal troops arrived and restored order by killing scores of rioters on Thursday. C. Results of the riot: 1. President Lincoln set date a month later for draft to be resumed. 2. Governor Seymour protested. a. City's quota set unfairly. b. Prejudiced officials corrupt the drawing. c. Volunteers would fill the quota. 3. Results of draft in New York a. About 80,000 men conscripted, of which 55,000 exempted on physical and other grounds; 16,000 bought their way out; 7,000 got substitutes; only 2,300 were added to the Union Army. (About the same number as were killed and wounded in the anti-draft rioting) D. Results--action taken by Federal Government 1. Congress debated new draft law the following year. a. A large block of Congressmen and Senators opposed the $300 as "class legislation". b. Lincoln, only a few months from an election, joined the opposition, in spite of the fact that interests with wealth and power supported the exemption.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval	2. New draft bill, July, 1864, established a system of bounty payments in graduated amounts for one year and three year enlistments.	
Committee C Draft Riots and Anti-War Demonstrations	III. The Chicago Police Riot or the Riot at the Democratic National Convention--1968 During the week of the Democratic National Convention, the Chicago police were the targets of mounting provocation by both word and act. Some of these acts had been planned; others were spontaneous or were themselves provoked by police action. The nature of the response was unrestrained and indiscriminate police violence on many occasions. That violence was made all the more shocking by the fact that it was often inflicted upon persons who had broken no law, disobeyed no order, made no threat. Newsmen and photographers were singled out for assault, and their equipment deliberately damaged. Fundamental police training was ignored; and officers were often unable to control their men. A. Events preceding the Riot. 1. Three factors emerged long before the convention week which were significant in the outbreak of violence. a. Threats to the city. b. The city's response. c. The conditioning of Chicago police to expect that violence against demonstrators, as against rioters, would be condoned by city officials. 2. Intelligence reports and provocative and inflammatory statements in connection with convention week threatened the City. 3. The city, fearful that the crowds would not be controlled, discouraged demonstrators by not granting permits for marches and rallies, and making it clear that the law would be enforced. 4. Firemen were stationed within a radius of the Amphitheater, U.S. Army armored personnel carriers were placed under Secret Service control, 6,000 regular Army troops in full gear were stationed in Chicago on Aug. 26 and about 6,000 Illinois National Guard troops had already been activated to assist the 12000 member Chicago police.force. 5. The third factor regarded the April riots following the death of Dr. Martin Luther King, Jr. in Chicago, and the fear of more racial rioting and violence, and the Chicago peace march held April 27, 1968. 6. On August 18, 1968, the demonstrators started arriving in Chicago, and established their base in Lincoln Park. The crowd grew to about 10,000 by Wednesday.	Rights in Conflict--"The Chicago Police Riot" (The Official Report to the National Com. on the causes and prevention of violence) NY--1968

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Draft Riots and Anti-War Demonstrations	7. Despite the presence of some revolutionaries, the vast majority of the demonstrators were intent on expressing by peaceful means their dissent either from society generally or from the administration's policies in Vietnam. B. Preparation by the Demonstrators: 1. National Mobilization Committee to End the War in Vietnam, with fifty-two year old David Dellinger as Chairman, committed themselves to organizing plans for Chicago. 2. Groups which cooperated with the National Mobilization are: a. Church groups. b. The Chicago Peace Council. c. Legal groups--the National Lawyers Guild and the Legal Defense Committee. d. Medical groups. e. Cleveland Area Peace Action Committee. f. Radical student groups--SDS. g. Women's Peace groups. h. Militant extremist groups. 3. Efforts of the National Mobilization were directed towards drawing together dissident groups and involving them all in the major anti-war demonstration focused on the Democratic National Convention. 4. On August 19 and 20, the National Mobilization conducted washoi practice sessions with the demonstrators, a Japanese maneuver for moving a group out of a riotous situation without injury. C. Preparation by the City: 1. The Chicago Police Department is under the command of the Superintendent of Police, who reports directly to Mayor Daley. 2. An outer and an inner perimeter were located around the city with different requirements for entry. 3. The Task Force, a division of the Police Department which always operated from cars and is normally assigned to specific missions acted as a front-line force capable of making immediate entry and maintaining order in troubled areas. 4. The presidential candidates were under the surveillance of both the Secret Service and the Chicago Police. 5. The effectiveness of the reserve police forces was enhanced by the module system of communications, a recently developed radio suited for law enforcement agencies faced with civil disturbances.	

00048

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Draft Riots and Antiwar Demonstrations	6. On Friday, August 23, 5,000 National Guardsmen were mobilized for duty in Chicago. 7. On August 26, 6,000 Army troops, all trained for riot control were air-lifted to the Glenview Naval Air Station and the Great Lakes Naval Training Station. 8. On August 21, a comprehensive order was issued by the Chief Judge of the Circuit Court to cover mass arrest procedures. D. The Riot: 1. It was the clearing of the demonstrators from Lincoln Park that led directly to the violence; symbolically, it expressed the city's opposition to the protestors; literally, it forced the protesters into confrontation with police. 2. At about 10:30 P.M. the police closed Lincoln Park and ordered it to be evacuated. 3. Most persons left the park about 11:00 P.M. despite conflicting advice from the demonstration "leaders". 4. At midnight, the crowd in the streets dispersed and many returned to Lincoln Park. A large group continued marching and did not return to the park. 5. From Sunday night through Tuesday night, incidents of intense and indiscriminate violence occurred in the streets after police had swept the park clear of demonstrators. 6. At least one thousand persons had regrouped in the park despite curfew warning, and the police began a major clearing operation. 7. The crowd dispersed as the police attacked demonstrators, news reporters, and observers. 8. Grant Park's first significant clash between demonstrators and police occurred Monday, August 26, with a march to police headquarters. 9. Violence and verbal abuse between the police and demonstrators, newsmen and observers continued until Thursday morning, when the youths began having Chicago in busloads, and sporadic incidents prevailed through Friday. 10. Throughout Thursday night and Friday, demonstrators were leaving. The Convention Week was over. E. There were 192 reported police injuries, and 101 reported demonstrator injuries. Chicago police arrested 668 persons in connection with disturbances. Suggestions: Long term effects have not been easily identified. The authors advise that events related to the outcome of the riot, i.E., the trial of the Chicago Seven charges brought against the Chicago police, be explored.	

00049

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Draft Riots and Anti-War Demonstrations	IV. Analysis of the action--reaction: A. The draft riots of 1863 is an example of a violent action taken by the forces of change against the forces of status quo; and a reaction of the forces of the status quo against the violent action of the forces of change. 1. The action by the rioters forces some eventual modification in the draft laws. 2. Many people were killed. 3. Further segregation of the Irish followed, and the Negro and the Irish became further polarized. B. The Democratic Convention of 1968 is an example of violence originating with the forces of the status quo against the forces of change, and the forces of change reacting with violence. 1. Both the city and the demonstrators had prepared for violence. 2. By clearing the park, the police forced an open confrontation. 3. Demonstrators were not effective in accomplishing proposed objectives. a. They did not obtain a proclaimed "peace candidate." b. They did not bring about an end to the war in Vietnam. c. The Democratic party was recognized as the "hawk" or "war" party. d. The Liberals gained an image as violent leftists. 4. There was a polarization of views as a result of: a. Sympathy for the victims. b. Disapproval of the action of the status quo. c. Disapproval of the demonstrators and the action of the demonstrators. d. Support for authority and police. C. The effect of the mass media: 1. The mass media had little effect in 1863. a. The riot was contained within the city. b. Repercussions of the riot were limited. 2. The mass media expanded the effects of 1968 in Chicago. a. Its presence at the riot incited both police and demonstrators. b. It created a national and global awareness of the riot. c. It helped to make the situation more personal and immediate and thus polarized the views.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Racial Riots	SUGGESTED INFORMATION RETRIEVAL ACTIVITIES: 1. Reconstruct one of the city riots by obtaining reprints of newspaper articles from that city's newspaper at the time of the riots. 2. Write the government printing office and request a copy of the report published by the President's Commission on racial unrest. 3. Visit a police station and examine riot gear and weapons and discuss riot prevention and control. 4. Write a letter with questions to Mayor Stokes concerning the Glenville riots. 5. Identify other cities that erupted in racial violence in the summer of 1967, and find out why. 6. Identify cities that did not erupt in racial violence in 1967, and find out why. 7. Find out what has happened to Fred "Ahmed" Evans.	

00051

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D Racial Riots	I. Watts A. Los Angeles was an unexpected city to erupt in riot. 1. City has the most affluent Negro population in the country. 2. The black population spreads from the city's southern tip to the farthest northern hill. 3. Race relations have been among the best. 4. Previous civil rights rallies had been mainly sympathy protests. 5. New civil rights and a voting rights bill were realities. B. The riot broke out following the arrest of a young black on a speeding and intoxication charge. 1. The arrest took place in Watts. 2. A second officer arrived in the belief that the arresting officer was having trouble. 3. A large crowd began to gather, amused at the casual exchange between the arresting officer and the Negro. 4. The second officer began waving a shotgun at the crowd. 5. The crowd and the second officer exchanged verbal calls. 6. The mother of the arrested youth arrived, and in her effort to attack the officers, was accosted by the officers. 7. A rumor spread that the woman was pregnant, because the wind had caused her frock to billow out, and a cry of "police brutality" went up. 8. The youth began defending his mother and the police turned on him and his brother and arrested all three. 9. Brutalized emotions were aroused. Stone throwing ensued and a goggle-eyed youth shrieked, "Burn, baby, burn." 10. By now, the crowd had grown to 300, and more police were rushing to the tense scene. C. Extensive burning and looting followed during the riot period, within the Negro section of Watts. 1. 36 people were killed, 30 Negroes. 2. 1000 stores were destroyed. 3. $50 million in physical damage. D. As the Los Angeles Police Department tried to contain what they had triggered, the riot spread to a full-scale revolt. 1. The Negro hated the white policemen--charges of brutality and harrassment had embittered the Negro against the police. 2. There were too few Negro policemen and insufficient training and effort in human relations.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D Racial Riots	3. There was the feeling that Negro grievances against the police would not be fairly heard and dealt with. 4. The police chief, Parker, was a bluntman, known for his intolerance of criticism and his belief against civil rights demonstrations and disrespect for the Negro community. E. Watts was an example of a community riot. 1. It was the "haves" and the "have nots" in open, armed, violent conflict. 2. The neighborhood's white merchants were a target, a result of having to pay higher prices for inferior merchandise. F. Conclusions: 1. Contributors to violent reaction to the initial incident: a. High unemployment. b. Substandard housing. c. Inadequate police protection and police treatment. d. Recent immigration into Watts of Negroes from other areas of the country. e. Large teenage population. f. Limited education. g. White ownership of retail outlets. h. Hot, humid weather. i. Rampant rumors. II. Detroit A. The Riot 1. During the last week in July, 1967, Detroit experienced a week of terror. Forty-three persons were killed, over $50 million in property was destroyed, and the city itself was left in a state of panic and confusion. 2. The riot began with a routine raid on a well-known illegal, after-hours bar. It was one of many frequented by middle-class Negroes in the days when they were refused service in Detroit's hotels and nightclubs. 3. Twelve officers participated in the raid. A large crowd gathered as the prisoners were loaded into the police cars, and bottles began to sail through the air from the rear of the crowd. With 82 prisoners in their custody, the officers quickly left the scene. 4. Fearful of rioting that had swept Cleveland, Chicago, Los Angeles, and San Francisco but had so far by-passed Detroit, the police department mobilized and dispatched cars to tense areas.	The Detroit Riot of 1967 by Hubert G. Locke, Detroit: Wayne St. U.--1969

00053

V. Information Retrieval

Committee D
Racial Riots

5. By this time crowds of blacks had begun looting shopping areas and pelting patrol cars and policemen with rocks, bricks, and bottles.
6. By Sunday afternoon the riot had taken on an increased intensity. A curfew was proclaimed by the Mayor and the state troopers and National Guard were called in.
7. Over 300 fires had been set. At one minute before midnight, Governor Romney declared Detroit and surrounding areas to be in a state of public emergency.
8. The first three fatalities occurred early Monday morning; all three were white.
9. The conditions of riot grew, and by midnight on the second day police officers were convinced they were engaged in the worst encounter in urban guerrilla warfare ever witnessed in 20th Century United States. Federal troops were dispatched by President Johnson.
10. Early on the third day, the battle shifted from the east side to the west side of Detroit. Extensive burning, looting and sniping continued through Wednesday.
11. On Thursday, the fifth day, an effort was made to return to normalcy. State police were withdrawn, a portion of the federal troops were ordered to withdraw, and attention was shifted to emergency relief.
12. By Sunday, July 30, the riot was over for all practical purposes. The army troops left the city on Sunday; curfew restrictions were lifted on Tuesday, August 1; and the National Guard was demobilized the following weekend.

B. Events preceding Detroit, July, 1967:
   1. To understand what took place in July, 1967, it is important to:
      a. Examine at least the preceding quarter-of-a-century.
      b. Examine the developments that made the nation's fifth largest city a most unlikely place to erupt in the worst civil disorder of the 20th Century.
      c. Examine what made such a disorder inevitable.
   2. With the exception of the automobile plants, whose practices had been influenced both by unionism and by World War II, Detroit in 1943:
      a. Was a closed society for Negroes.
      b. They were clustered in four residential areas.
      c. The greatest concentration found on the lower east side in a section called Black Bottom.
   3. In the wake of the Detroit riot of 1943, efforts were made to break racial segregation.
   4. By the late 1950's, segregation in places of public accommodation had all but disappeared and better jobs were opened to Negroes.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D Racial Riots	5. The social changes thus taking place in the city produced an inevitable conservative response. Still, the city became a working example of an effective poverty program. 6. Observations of the critical area of race were recorded in the Detroit News just two months before the city exploded into riot: "As in other large cities, Detroit's most pressing urban problem lies in the persistence of the Negro ghetto...But despite its racial difficulties, Detroit is seen as being closer to a solution than other large urban areas. It enjoys a reputation in the Great Lakes area of a willingness, at least, to search out solutions...But if Detroit stands out from the others in its police image, it is because of the growing rapport between citizens groups, principally Negro, in the inner city core, and the police precincts."	The Detroit Riot of 1967, Locke
	C. Conclusions: 1. For years Detroit boasted the largest branch membership in the NAACP of any city in the nation. There are more members of the black middle-class property owners in Detroit than any metropolitan area in the nation. This segment of the black populace has been the principal advocate of a bi-racial integrated society. 2. The nature and structure of the police system proved to be a volatile factor in the onset and prolongation of the riot. a. It gathered momentum in the poverty areas that had long been racially and economically repressed. b. Developed in the confusion and chaos and battle between the rioters and police that ensued.	
III. Newark	A. The Riot 1. Thursday evening, July 13, 1967, was the night before the city of Newark was rocked by a rebellion. 2. A black cab driver had been arrested and according to eyewitnesses, mistreated by white policemen. 3. The boiling tempers, fired for weeks by apparent insolence on the part of the city administration, exploded into open retaliation. 4. $10 million dollars of property was destroyed; 23 black people and 2 white people lost their lives; and 1200 persons were arrested.	Ready to Riot Nathan Wright Jr. New York: Holt, 1968

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D Racial Riots	5. The National Guard and the New Jersey State Police occupied the city. 6. Five causes of the civil disorder were listed in the State Police report shortly after the riot. a. The controversy over the location of a medical-dental school in Newark. b. The controvery regarding the selection of a Secretary to the Board of Education. c. The reaction to alleged police abuse at the Muslim home of the East Orange-Newark city line. d. Increased activity of militants e. Alleged tension over plans to hold in Newark a National Conference on Black Power. B. Events preceding the riot: 1. Other conditions were also present that contributed to the rebellion. 2. Among the major cities in the nation Newark had a. The highest crime rate of 1967 b. The highest rate of venereal disease and tuberculosis c. The highest proportion of land set aside for urban renewal clearance d. The highest proportionate urban tax rate e. The highest population density f. The highest daytime population turnover. 3. Conditions of post-World War II Newark reflected general neglect with Newark's decaying slums among the worst in the nation. 4. Seven of Newark's twelve neighborhoods reflected a pattern of white entrenchment against a growing black population. 5. These communities formed a ring around the central core of Newark where the overwhelming majority of the city's black population resided. C. Conclusions: 1. Newark represents a rebellion of the neglected and exploited black people against the upper class of white exploiters. 2. Social tensions were increased in Newark due to general neglect of the city following World War II. 3. Newark reflected a large pattern of white entrenchment that forced the growing ghetto to remain closed.	

00056

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D Racial Riots	IV. Cleveland-Glenville A. Two tow truck operators, civilian employees and carrying no weapons, were dispatched by the police to remove a disabled car which had been parked for many days in Glenville. 1. Snipers opened fire on the tow truck operators. 2. Police were summoned. 3. Within minutes, a full-scale gun battle was raging between Cleveland police and black snipers. B. Police surveillance was established near Fred (Ahmed) Evan's house. 1. Intelligence reports advised that Evans and the Black Nationalists illegally possessed automatic and semi-automatic weapons. 2. Reports also identified Ahmed's group as making trips to other cities with the purpose of collecting weapons. 3. There was the report and fear of outbreaks simultaneous in other Northern cities. 4. Ahmed was also angered over apparent discriminations against him in recent weeks. C. On the evening of July 23, 1968, shots rang out in Glenville. 1. An hour and a half later, seven people had been killed. 2. Fifteen others were wounded. 3. Fifteen of the casualties were policemen. 4. For the next five days, violence flared in Glenville, and other East side neighborhoods. D. In the smouldering aftermath 1. Sixty-three business establishments were counted destroyed or damaged. 2. Property losses exceeded $2 million. E. Glenville was unique. 1. The Glenville incident differed from other recent racial outbreaks. a. It began as a person-oriented violence, black and whites shooting at each other, snipers against cops. b. It ended in more white casualties than black. 2. The Glenville incident occurred in the first major American city to have elected a Negro mayor. 3. In a city that had been spared serious disorders during the volatile summer of 1967. 4. Also, Mayor Stokes introduced a new technique for quenching the violence. a. At the urging of black leaders, he placed control of the troubled neighborhoods in their hands. b. Barring white policemen, National Guardsmen, and white non-residents from the area.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval	c. After one night's trial, the policy was altered; police and National Guardsmen were brought into the area, chiefly to protect property.	
Committee D Racial Riots	V. Analysis of the action-reaction A. Watts--the riot was triggered by the status quo, and there was immediate reaction by the rioters. 1. The riot did create an awareness of the conditions in Watts. 2. There also developed an active concern for the Negro and his culture in Los Angeles. 3. Violence did not provide an answer, but it was a vehicle to a partial solution. B. Detroit--the riot was triggered by the status quo, and there was immediate reaction by the rioters. 1. Detroit was an example of efforts toward racial understanding and integration. 2. The riot was a commodity riot, with much looting. 3. The riot did gain a greater community involvement and concern for the Negro. C. Newark--the riot was triggered by the status quo, and there was immediate reaction by the rioters. 1. Tensions were explosive in Newark's decaying slums. 2. It represented a rebellion of the neglected and exploited black people against the upper class white exploiters--an example of a commodity riot. 3. Newark has elected a black mayor since the riot. D. Cleveland--the riot was triggered by violence on the part of the rioters against the presence of the status quo. 1. Cleveland already possessed a black mayor. 2. There was a great deal of community looting. 3. It began as a person-to-person oriented violence and grew into full scale rioting. E. Relationship between Police and Negroes. 1. Were strained in all cases. a. The policeman is viewed as white authority. b. Policemen are viewed as trespassers into the ghetto. c. Incidents of harrassment by the police were not uncommon. d. There was little effort made to promote better relations between blacks and police. e. Negroes were made to feel defensive. 2. Were further split during the riot. 3. Efforts toward better human relations are under concern as a result of the riot.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D Racial Riots	F. The Mass Media 1. Often acted as incitement to both the police and the rioters. 2. Made the awareness of the riot nationwide and global. a. created an immediate reaction by observers. b. consolidated opinions generally directed at riots, Negroes, and Police.	

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STRATEGY

VI. Reporting Committee Findings

Committee A

Civil Rights

SUGGESTED REPORTING ACTIVITIES (DIRECTIONS FOR STUDENTS)

When all the information has been gathered, the committee will plan how to present what they have learned to the whole class. It is important that a wide variety of activities be used to report. Anyone can just read a report out of an encyclopedia, but it is much more interesting if slides, movies, records, tapes, pictures, etc. are used. Every member of the committee can contribute something to reporting. Below are some suggestions to give a few ideas. Of course, you can go beyond this list.

1. Prepare a visual display of pictures, open illustrations from books, racist newspapers or articles, and pictures that you may paint to illustrate events.

2. If there is a movie or a filmstrip with a section about the Mississippi Project, show the class the part about the specific area of study.

3. Read aloud some vivid passages which describe events or opinions. Most of the books about this Project have some very exciting accounts.

4. Read some of the poetry or stories composed by children in the Freedom Schools.

5. If you found a resource person who knows something first-hand about the civil rights problem in the South, invite him to come to class to talk to the students.

6. Write a skit or playlet portraying an incident of intimidation in Mississippi.

7. Play records of freedom music and plan a sing-along.

8. Have a panel discussion or a debate about segregation vs. integration. Have attitudes changed toward integration since 1964? Can you imagine what attitudes will be strongest in 1974?

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STRATEGY	SUGGESTED REPORTING ACTIVITIES
VI. Reporting Committee Findings Committee B Labor	1. To the class, read aloud an exciting portion of a narrative report of the 1937 violence. 2. Show filmstrip or movie about labor/management violence. 3. Make a display of news articles and reports on strikes. 4. Ask a labor union organizer or member to talk to the class about "the old days". 5. Display a chart of labor legislation as it has developed in America.

00061

STRATEGY	SUGGESTED REPORTING ACTIVITIES
VI. Reporting Committee Findings Committee C Draft Riots and Anti-War Demonstrations	1. Display recent anti-war protest articles on bulletin board in which violence has been used to protest. 2. Conduct a panel discussion or debate on the use of violence to protest war. 3. Play records or tapes produced by anti-war protestors. 4. Report on the anti-war activities being conducted within the government - bills, committees, senators, congressmen. 5. Invite a speaker from the Selective Service Office to talk to the class on draft policies. 6. Invite a lawyer to speak to the class on alternative ways to end the war through legal means.

290062

STRATEGY	SUGGESTED REPORTING ACTIVITIES
VI. Reporting Committee Findings Committee D Racial Riots	1. Construct a map that displays the cities that erupted in racial violence in 1967. 2. Make a chart of causes for racial violence and the cities involved. 3. Conduct a class discussion on the use of violence to effect change. 4. Invite a lawyer to report on ways to effect change through the laws, and/or laws dealing with instigators and participants in violence. 5. Discuss the alternatives to violence in effecting change in racial attitudes. 6. Report to the class on a city that erupted in racial violence, starting at the initiation of violence and follow it through the trials that resulted from the riot.

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STRATEGY	LEARNING ACTIVITIES
VII. Overview	The purpose of the overview is to integrate the findings of the student reporting activities to note trends, likenesses, and differences when compared with other examples known by the students. This should be a joint student-teacher effort, with the teacher offering guidance where necessary. It is important to look back at the major questions to be sure that each has been considered and explored as satisfactorily as possible. By their nature, many questions involved with this particular study cannot be answered "right" or "wrong". The students must develop their own attitudes and understandings. Violence is a recurring theme in American history. Through this unit it is hoped that the pupil will come to clarify his own values concerning the degree to which violence needs to persist as a means of effecting social stability or change. Further he may be able to view the necessity for building in a system of orderly change within a society.

69004

STRATEGY	LEARNING ACTIVITIES
VII. Overview (Cont.)	As part of the overview, the teacher may construct the following to be filled in by the class:

Dimension: movement and actors / Dimension: Time and space	ACTION		REACTION (immediate)		LONG-TERM EFFECT	
	Change	Status Quo	Change	Status Quo	Change	Status Quo
CIVIL RIGHTS						
LABOR						
PEACE OR ANTI-WAR						
GHETTO, POVERTY						

000695

STRATEGY	LEARNING ACTIVITIES
VIII. Generalizations	The purpose of this section is to allow the student to develop meaningful hypotheses and generalizations from the material they have researched and presented to the class.

The following are examples of generalizations that might be developed. The list is not meant to be exhaustive for the students should generate a variety of different generalizations in line with their understanding of the materials presented.

1. An increase in the demand for liberty by the individual or group results in a decrease in the authority of the state or government.

2. If the effective functioning of the multitude of groups within a democratic society breaks down then the strength of the democratic society as such decreases.

3. An increase in action leads to an increase in reaction. An increase in violence leads to an increase in fear and/or conformity and generates more repression, institutional change, and/or violent action.

4. All governments face periodic protests against the main trend of their development of beliefs, actions or organization.

5. The more advanced a nation's social and cultural differentiation, the more diversified are the forms of social protest.

6. A decrease in the adherence to traditions, existing forms and accepted patterns and conventions result in a change in these forms by society.

7. An increase in national emergencies and conditions of social disruption. provide an increase in the incentive to invent new techniques for the solutions to the practical and social problems.

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STRATEGY	LEARNING ACTIVITIES
VIII. Generalizations (Cont.)	8. As social unrest grows, more violent methods of protest are found.
	9. As an awareness of inequality increases and the vehicles of inequality are not eliminated there is an increase in social unrest among those who are being treated unequally.
	10. In a democracy as the Jones get more, the Smiths want more; if they are blocked they want to know why.
	11. As a social problem is brought out into the open there is more discussion of it; as discussion increases opinions become more fixed; as opinions become more fixed action to alleviate the problems are wanted; when they are not forthcoming in a legal way violence ensues.
	12. An increase in political events causes an increased awareness of socio-economic problems.
	13. An increase in the way members of one group perceive the behavior of members of another group as being hostile results in a decrease in communication between the two groups.
	14. A change in human needs results in a desire to change social institutions.
	15. An increase in the influence and number of followers of any association results in a decrease in the number of people who think of it as subversive.
	16. Violence is directed in defense of the status quo as well as directed towards effecting change.

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STRATEGY	LEARNING ACTIVITIES
VIII. Generalizations (Cont.)	17. Violence occurs in connection with the violation of a person and can fundamentally be distinct from force in human affairs.
	18. A real psychological violence that violates people's autonomy, dignity and their right to determine things for themselves must be realized in the full dimension of violence.
	19."If we make peaceful revolution impossible, we make violent revolution inevitable".---President John F. Kennedy

000068

STRATEGY

IX. Culminating Activities

LEARNING ACTIVITIES

SOME SUGGESTED CULMINATING ACTIVITIES

1. Present a debate or a round table speaking on the statement "Violence Gets Results."

2. Make a big chart of the case studies investigated in the unit. Use the chart developed for the overview.

EVENT	WHO STARTED VIOLENCE	REACTION OF OPPOSITION	IMMEDIATE RESULTS	LONG TERM RESULTS

This should be an excellent way to put the whole study together and portray graphically the concepts of action, reaction, and the results of violence.

3. If you started the unit with an "incident" portrayed by students who pretended to escalate an argument into violent action, restage the incident and have the class predict the results if violence continues to escalate, and suggest ways that conflict can be resolved without violence, that potentially violent reactions can be converted into non-violent response, and that potential violence can be avoided.

4. Plan and conduct an all-school debate on the pros and cons of the forces of the status quo vs. the forces of change in society.

5. Obtain Tape Pack #4, "The Law: Confrontation and Dissent," and plan a four session series to listen to and discuss each tape.

6. Obtain the movie "Confrontation at Kent," and discuss the use of violence on the part of both the forces of change and status quo, the objectives involved, and possible effects on the demonstrators, police, society, other college communities, war, federal administration.

00069

RESOURCES

Bakke, E. Wright, Kerr, Clark and Arnold, Charles. Unions, Management and Public. New York: Harcourt, Brace and World (3rd Edition), 1967.
The authors compiled writings on all aspects of Union--Management relations and their influence on the public. A scholarly presentation, excellent for reference, not for purchase.

Graham, Hugh D., and Gurr, Ted R. The History of Violence in America. New York: Frederick A. Praeger Co., 1969.
The editors present a collection of important writings on the subject of violence. Every aspect of violence in America is viewed in depth. Excellent source material. Recommended for classroom use.

Rose, Thomas, ed. Violence in America Mary Vosse, "The Chicago Massacre".
A single chapter in this book is devoted to the "Little Steel" strike and its violent consequences. There are references to other instances of violence in America. The book has a leftist orientation, and if it is used it should also be noted by students and teachers alike that the writing is biased. The book is included in the unit because the editors feel that it is important for students of social studies to be able to use a wide variety of sources and to identify bias in the written word.

Taft, Phillip. Organized Labor in American History. New York: Harper - Row, 1964.
The author is an expert on labor in America. He presents a complete history of the development of the labor movement in America. Violence which accompanied this development is discussed. The reading level is probably too advanced for extensive use in classes, but it can be a valuable source of information. Not recommended for purchase for students.

Vorse, Mary. Labor's New Millions. New York: Modern Age Books, 1938.
A journalist's account of the "Little Steel" strikes and the automobile industry strikes of 1937. Excellent pictorial language account of violence against individuals. May be difficult to purchase because of old publication date, should be able to find it in public libraries. Excellent reference.

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Resources (Cont.)

Wernstein, Irving. The Great Struggle: Labor in America. New York: Charles Scribners Sons, 1965. The growth of the labor movement is presented in terms of struggle. While it does not treat violence in depth, violence that occurred in conjunction with attempts to organize labor is noted. Because of style, illustrations, print, and reading level, it is recommended for classroom use by students.

Periodicals:

"Police: The Thin Blue Line"(Watts). Time, July 19, 1968, 92: 16-21.

"Can Negro Mayors Halt Race Violence?. U. S. News, August 12, 1968, 65: 12+

"Where Are They Now?" Year after the riots. Newsweek, July 29, 1968, 72:13

"I Knew It Was Coming - Why Did It Happen Here?", A. Brown. Seventeen, January, 1968, 27: 96-7+.

"Detroit's Realistic Response To Riot", E. Selby. Reader's Digest, December, 1968, 93: 189-90+.

"Algiers Motel Incident" (Detroit), J. Hersey. Time, . June 21, 1968, 91: 48-9

"New Answer To Riots? Keep White Police Away" (Cleveland), U. S. News, August 5, 1968, 65: 30-1.

"Police In Crisis: White Cop and Black Rebel", F. Krebel. Look, February 6, 1968, 32: 14-21.

"Embattled Cops", P. D. Zimmerman. Newsweek,June 17, 1968, 71: 92+.

"Responsibility In The Year Of The Police Riot Commission Report", Life, March 22, 1968, 64: 4.

"Fires of Summer", H. H. Martin. Saturday Evening Post, April 20, 1968, 241: 25-31.

"As Cities Prepare for Riots: New Weapons, New Tactics", U. S. News, February 26, 1968, 64: 36-7.

"Vigilantes and Visigoths: Chicago Prepares for Protest Groups at Democratic Convention". Newsweek, February 26, 1968, 71: 26

T2000

Resources (Cont.)

"Stalag '68: Officials Preparing for Disruption". Time, August 23, 1968, 92: 12-13.

"Chicago: An Armed Camp for Democratic Convention". U. S. News, August 26, 1968, 65: 24-5.

"Aftermath of the Chicago Riots: Attack & Counter Attack". U. S. News, December 16, 1968, 65: 49-50.

"Tough Time to be a Good Cop", L. Wainwright. Life, August 4, 1967, 63: 148.

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CBS News examines attitudes of black to white and white to black.

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History of civil rights struggle since 1954 and the impact to Negro militancy on both Negro and white Americans.

The Troubled Cities. D 46, 59 min., b/w, $9.00, NET, Indiana University.
An inquiry into the crises of American Cities and a report on efforts of New York, Bost, Detroit, Newark to solve problems.

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Current Affairs Filmstrips, $7.50 each.
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Films:

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The Law: Confrontation and Dissent., Center for the Study of Democratic Institutions, P. O. Box 4446, Santa Barbara, California 93103, Tape Pack #4, ESEA, $27.00:
#494 - Dissent in Action - Ramsey Clark.
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